**Chapter 4: Understanding the Basic Team Processes**

**Multiple Choice**

1. The reduction of individual contributions when people work in groups rather than alone refers to:

\*a. Social loafing

b. Free-riding

c. The “sucker effect”

d. Social facilitation

Learning Objective: 4-1

Cognitive Domain: Knowledge

Answer Location: Social Loafing  
Question Type: MC

2. Social loafing can be reduced in a group by:

a. Making each individual’s performance less observable

\*b. Making the task more challenging

c. Making sure that the task may be performed independently

d. Increasing the number of individuals in the group

Learning Objective: 4-1

Cognitive Domain: Comprehension

Answer Location: Social Loafing  
Question Type: MC

3. Teams evaluate their ability to succeed by:

a. Examining the complexity of the task and temporal resources

b. Weighing costs and benefits of working together or individually

c. Weighing demands of the task and rewards given

\*d. Examining their personal resources and ability to work together

Learning Objective: 4-2

Cognitive Domain: Knowledge

Answer Location: Team Efficacy  
Question Type: MC

4. Teams with higher collective \_\_\_\_\_\_\_\_\_\_\_ have higher levels of motivation to perform, greater staying power when they encounter setbacks, and improved performance.

a. Potency

\*b. Efficacy

c. Intelligence

d. Rewards

Learning Objective: 4-2

Cognitive Domain: Knowledge

Answer Location: Team Efficacy  
Question Type: MC

5. Team efficacy has \_\_\_\_\_\_\_\_\_\_ relationship with performance:

a. No

b. A one-way

\*c. A two-way

d. A curvilinear

Learning Objective: 4-2

Cognitive Domain: Comprehension

Answer Location: Team Efficacy  
Question Type: MC

6. The most important factor for developing group cohesion is:

a. A strong performance norm

b. Having group members with diverse backgrounds

c. Having group members with different levels of organizational status

\*d. Good communication

Learning Objective: 4-3

Cognitive Domain: Comprehension

Answer Location: Group Cohesion

Question Type: MC

7. Group cohesion can improve performance because:

\*a. Cohesive teams are more likely to accept the team’s goals.

b. Cohesive teams foster intergroup competition.

c. Cohesive teams are less likely to comply with group norms.

d. Cohesive groups foster competition between members.

Learning Objective: 4-4

Cognitive Domain: Comprehension

Answer Location: How Cohesion Affects the Team’s Performance

Question Type: MC

8. Which of the following is NOT characteristic of more cohesive groups?

a. Smaller size

b. Similarity among members

c. Better communication

\*d. Weak norms

Learning Objective: 4-3

Cognitive Domain: Comprehension

Answer Location: Group Cohesion

Question Type: MC

9. To identify role problems, a team should:

\*a. Make explicit the important roles in the group

b. Require everyone hold multiple roles

c. Emphasize individual over group goals

d. Assign roles to individual members

Learning Objective: 4-5

Cognitive Domain: Analysis

Answer Location: Team Roles

Question Type: MC

10. Role problems such as conflict and ambiguity can result in all of the following EXCEPT:

a. Higher levels of stress

b. Decreased satisfaction

c. Decreased morale

\*d. Increased performance

Learning Objective: 4-5

Cognitive Domain: Analysis

Answer Location: Role Problems

Question Type: MC

11. Which of the following is NOT a type of team meeting role?

\*a. Critic

b. Timekeeper

c. Facilitator

d. Scribe

Learning Objective: 4-6

Cognitive Domain: Knowledge

Answer Location: Types of Team Meeting Roles

Question Type: MC

12. Which of the following is an example of a task-related behavior?

a. Expressing acceptance of another group member

b. Showing recognition toward another group member

c. Showing encouragement toward another group member

\*d. Giving ideas and advice regarding a work assignment

Learning Objective: 4-7

Cognitive Domain: Application

Answer Location: Task and Social Behaviors

Question Type: MC

13. What is the optimum balance between task and social behaviors?

a. 10% toward task and 90% toward social behaviors.

b. 10% toward social and 90% toward task behaviors.

c. 50% toward social and 50% toward task behaviors.

\*d. It depends on the characteristics of the task and group.

Learning Objective: 4-7

Cognitive Domain: Knowledge

Answer Location: Task and Social Behaviors

Question Type: MC

14. When groups are in the forming stage, they should focus more on \_\_\_\_\_ behaviors.

\*a. Social

b. Task

c. Both social and task

d. Role

Learning Objective: 4-7

Cognitive Domain: Knowledge

Answer Location: Task and Social Behaviors

Question Type: MC

15. \_\_\_\_\_\_\_\_\_\_ is knowledge about how to operate as a team to complete a task.

a. Transactive memory

\*b. Team mental model

c. Team adaptation

d. Role ambiguity

Learning Objective: 4-8

Cognitive Domain: Knowledge

Answer Location: Team Adaptation and Learning

Question Type: MC

16. In an airline flight crew, an understanding of the different roles of crew members refers to its:

a. Transactive memory

\*b. Mental model

c. Group process

d. Cohesion

Learning Objective: 4-8

Cognitive Domain: Knowledge

Answer Location: Team Adaptation and Learning

Question Type: MC

17. An awareness of the knowledge, skills, and abilities of individual team members refers to the group’s:

\*a. Transactive memory

b. Mental model

c. Group process

d. Cohesion

Learning Objective: 4-8

Cognitive Domain: Knowledge

Answer Location: Team Adaptation and Learning

Question Type: MC

18. All of the following are functions of team reflexivity EXCEPT:

a. Develop explanations of why the behaviors occurred

\*b. Clarify roles of team members

c. Verify team members’ perspectives about what occurred

d. Receive feedback about the success or failure of actions

Learning Objective: 4-8

Cognitive Domain: Knowledge

Answer Location: Reflexivity

Question Type: MC

19. Which of the following teams would have a safe environment for feedback?

a. A team that has high status differences among members

\*b. A team that has a leader who includes all members

c. A team with norms that prohibit criticism

d. A team that emphasizes social over task behaviors

Learning Objective: 4-8

Cognitive Domain: Analysis

Answer Location: Using Feedback

Question Type: MC

20. Group process observations:

a. Should be done by someone who is not a group member

b. Should help to define the appropriate behaviors that each member should perform

\*c. Help the group to work on its problems when they occur

d. Should be done a period of time after problems occur

Learning Objective: 4-9

Cognitive Domain: Comprehension

Answer Location: Group Process Observations

Question Type: MC

21. As multi-tasking is more prevalent in virtual teams, a way to address this problem is to:

a. Require attendees take turns facilitating the meeting

\*b. Design short and focused agendas

c. Ensure the anonymity of attendees

d. Discuss the objectives of the meeting after it occurs

Learning Objective: 4-2

Cognitive Domain: Comprehension

Answer Location: Leading Virtual Teams: Motivating Participation in Virtual Meetings

Question Type: MC

**True/False**

1. The “sucker effect” occurs when people feel they are not valued by the team.

a. True

\*b. False

Learning Objective: 4-1

Cognitive Domain: Comprehension

Answer location: Social Loafing

Question Type: TF

2. The most effective reward system for a team is to make it completely team-based and not reward individual performance.

a. True

\*b. False

Learning Objective: 4-1

Cognitive Domain: Knowledge

Answer location: Evaluation and Rewards

Question Type: TF

3. Members are more likely to multitask during virtual meetings than in face-to-face ones.

\*a. True

b. False

Learning Objective: 4-2

Cognitive Domain: Knowledge

Answer location: Leading Virtual Teams: Motivating Participation in Virtual Meetings

Question Type: TF

4. Social support behaviors are not related to team performance.

a. True

\*b. False

Learning Objective: 4-7

Cognitive Domain: Comprehension

Answer location: Value of Social Behaviors

Question Type: TF

5. Task support increases group cohesion and helps motivate team members.

a. True

\*b. False

Learning Objective: 4-3

Cognitive Domain: Comprehension

Answer location: Building Group Cohesion

Question Type: TF

6. For project teams, role problems often appear to worsen near the end of the project.

\*a. True

b. False

Learning Objective: 4-5

Cognitive Domain: Knowledge

Answer location: Role Problems

Question Type: TF

7. Social loafing is more likely to occur when tasks are challenging.

a. True

\*b. False

Learning Objective: 4-1

Cognitive Domain: Knowledge

Answer location: Social Loafing

Question Type: TF

8. Transactive memory and mental models are one and the same.

a. True

\*b. False

Learning Objective: 4-8

Cognitive Domain: Knowledge

Answer location: Team Adaptation and Learning

Question Type: TF

9. Group cohesion can reduce stress of members.

\*a. True

b. False

Learning Objective: 4-4

Cognitive Domain: Knowledge

Answer location: How Cohesion Affects the Team’s Performance

Question Type: TF

10. Task-related behaviors are more important than social behaviors in a team.

a. True

\*b. False

Learning Objective: 4-7

Cognitive Domain: Knowledge

Answer location: Task and Social Behaviors

Question Type: TF

**Short Answer/ Essay**

1. Explain social loafing and how to reduce it.

\*a. Social loafing is the reduction of individual contributions in groups. It may be reduced by making each individual’s performance observable, task more challenging and involving, and making sure that the task requires coordinated effort.

Learning Objective: 4-1

Cognitive Domain: Comprehension

Answer location: Social Loafing

Question Type: ESS

2. Compare and contrast team efficacy and team potency.

\*a. Team efficacy is perception that team is capable of performing well at a given task, while team potency is perception that the team is capable of performing well across various tasks.

Learning Objective: 4-2

Cognitive Domain: Analysis

Answer location: Team Efficacy

Question Type: ESS

3. Compare and contrast task-related support and social support. Explain what each of these may increase for a group.

\*a. Task behaviors focus on the group’s goals and tasks, while social behaviors focus on social/emotional needs of members. Task support behaviors are related to information sharing and behavioral assistance, whereas social support behaviors are related to social recognition and acceptance. Task support increases collective efficacy and improves coordination; social support increase cohesion and helps motivate members. Both interact to improve team performance.

Learning Objective: 4-7

Cognitive Domain: Analysis

Answer location: Task and Social Behaviors

Question Type: ESS

4. Explain the differences between team mental models and transactive memory.

\*a. Team mental model is knowledge about how to operate as a team to complete a task, and is related to type of task, not specific members of the team. Transactive memory is awareness of the knowledge possessed by members of the team. Team mental model is the shared or common memory of the team – all members are on the same page. Transactive memory is distributed among team members rather than shared by the team as a whole.

Learning Objective: 4-8

Cognitive Domain: Analysis

Answer location: Team Adaptation and Learning

Question Type: ESS

5. Explain why group cohesion is important and how to build it.

\*a. Group cohesion is important because members of more cohesive teams are more satisfied with their jobs and other group members. Group cohesion also reduces stress, and has a positive impact on performance. Several approaches can be used to increase cohesion in work teams: 1) training in social interaction skills; 2) training in task skills; and 3) team success, and reward for success. The team leader can enhance cohesion by promoting more interactions among team members, reducing status differences, ensuring that everyone is aware of one another’s contributions, and creating a climate of pride in the team. For virtual teams that are located in different places and interact primarily via technology, social media may be a valuable technique for keeping the team together socially, especially for younger team members.

Learning Objective: 4-3

Cognitive Domain: Application

Answer location: Group Cohesion

Question Type: ESS